ARLINGTON COUNTY PUBLIC SCHOOLS
Personnel Office

REPORT ON STAFF INTEGRATION
COVERING THE PERIOD 1963-64 TO DEC. 1966

During the past four years there has been a constant increase in the amount of staff integration in Arlington. This has been brought about largely as a result of the closing of two Negro schools. However, normal transfer procedures, re-employment of Negro teachers who had resigned or had been on leave, and employment of new Negro teachers have each contributed to the integration of our teaching staff.

Prior to the 1963-64 school year, there was no integration of the teaching staff in the school system. The first steps toward integration consisted of a regular transfer of a general science teacher from the Negro junior-senior high school to our largest high school. Also two Caucasian teachers were employed to teach in the largest Negro elementary school. Put another way, three people integrated two faculties. During the 1964-65 school year, as a result of a study by the staff and a citizens' advisory committee, the School Board closed the senior high portion of the small Negro jr.-sr. high school. This meant that approximately one-third of the school's Negro staff had to be assigned to the other secondary schools in the county. The Personnel Office and the Division of Instruction agreed upon the teachers who could best make the transfer. The primary

criterion was that the teacher have a reasonable chance to succeed in an assignment for which he was trained. After having decided upon which teachers were to be transferred, the Assistant Superintendent for Personnel conferenced with each individual explaining why his particular transfer was being recommended. All transfers were agreed to by teachers and principals, and all, with one exception, worked well. This exception resulted in an administrative transfer the following school year, 1965-66. In addition to the transfers, which had integrated two additional secondary schools, a small elementary school was integrated as a result of the employment of a Negro teacher new to the county. The same process resulted in the integration of one of our small junior high schools. During the next school year, 1965-66, the Board closed the Negro junior high school which resulted in the transfer of the balance of the staff of the former Negro junior-senior high school. This required the transfer of 22 additional teachers and the integration of all of the secondary schools in the county. The same procedure of assignment and conferencing was used this year as had been used with the senior high teachers the year before. Three additional elementary schools were integrated as a result of hiring and one as a result of regular transfer. For the 1966-67 school year, as a result of a citizens advisory committee/ School Board study, the middle-sized Negro elementary school was

closed and several of the adjoining districts' boundaries were re-drawn. The staff of the Negro school, comprising eleven and one-half teachers, was transferred using a slightly different procedure than had been used at the secondary level. A representative of the Personnel Office and the Assistant Superintendent for Instruction met with each teacher individually prior to any decision about a transfer. An attempt was made to take into consideration the individual teachers' desires and concerns before making assignments. The teachers were also encouraged to utilize the regular transfer procedure if they so desired. Three of the teachers did this and transfers were effected. The rest were assigned on the basis of the teacher's wishes and the assessment of the Personnel Office and the Division of Instruction as to their placement for optimum success. In addition to the eight elementary schools integrated as a result of transfers, three were integrated as a result of employment and re-employment. In addition, six Negroes were employed for integrated, predominately Caucasian staffs and three Caucasians were employed for the previously integrated Negro elementary school.

During this four year period, 26 schools have been integrated of a total of 42. There has only been one case in which subsequent administrative transfer has been required. No terminations have been necessary. During this total period of

time, the number of Negro teachers employed by the county has risen from 97 to 105. The number of teachers assigned to faculties which are totally Negro has decreased from 57 to 0 while the number of assigned to predominately Negro integrated faculties has increased from 42 to 50. The number of teachers on predominately Caucasian faculties which are not integrated has decreased from 995 to 253 while the number on integrated faculties have increased from 127 to 959.

In terms of recruiting qualified Negro applicants, the outlook is rather discouraging. We visited approximately 80 campuses last year, the majority of which are integrated and are in the mid-west, Middle Atlantic states, and New England. Only a handful of Negro applicants from these schools applied. Our analysis is that qualified Negro applicants who have been prepared by these institutions can successfully compete for a position in any Metropolitan area of the country and do not choose to apply in our area because of segregated housing patterns and the Old South aura they seem to associate with any <u>Virginia</u> school system. We are not convinced that recruiting in Negro colleges will result in finding the kind of applicants we want since the administrative policies of quality colleges have resulted in draining off the highest quality Negro college students as well as faculty members from Negro colleges. As a

result, relatively few graduates of Negro institutions can compete with the best graduates of the best schools in the country. It, therefore, seems reasonable to assume that although we hire and place applicants without regard to race, we will not find large numbers of qualified Negro teachers who can compete with the Caucasian teachers we are employing.

The only negative factor of significance in our experience of integrating our schools is the impact on the Negro administrators and supervisors. In 1963-64, we had 4.5 -- today we have 3. There follow several charts which demonstrate some of the trends mentioned in this report.

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CHART # II

NUMBER OF TEACHERS TEACHING IN A FACULTY
COMPOSED PREDOMINATELY OF ANOTHER RACE

	Caucasian* Teachers	Negro Teachers
1963-64	2	1
1964-65	7	10
1965-66	5	40
1966-67	6	58

* Includes a small number of Mongoloid teachers. No separate figures have been kept.

CHART # III

NUMBER OF TEACHERS
ON AN INTEGRATED FACULTY

	Predominately Caucasian Faculty	Predominately Negro Faculty
1963-64	127	42
1964-65	375	68
1965-66	776	52
1966-67	959	50

CHART # IV

NUMBER OF TEACHERS
ON UNINTEGRATED FACULTIES

	Caucasian Teachers	Negro Teachers
1963-64	994	57
1964-65	803	20
1965-66	419	8
1966-67	255	0

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CHART # I

	PREDOMINATELY NEGRO FACULTIES				PREDOMINATELY CAUCASIAN FACULTIES			
	Integrated Faculty		Not Integrated		Integrated Faculty		Not Integrated	
	No. of Schools	No. of Teachers	No. of Schools	No. of Teachers	No. of Schools	No. of Teachers	No. of Schools	No. of Teachers
1963-64 Ele.	1	42	2	19	-	-	30	463
J.H.	-	-	1)*	26	-	-	6	317
S.H.	-	-	1)	12	1	127	2	207
Spec.Ed.	-	-	-	-	-	-	1	7
	1	42	4	57	1	127	39	994
1964-65 Ele.	1	41	2	20	1	18	30	472
J.H.	1	27	-	-	2	92	4	234
S.H.	-	-	-	-	2	265	1	90
Spec.Ed.	-	-	-	-	-	-	1	7
	2	68	2	20	5	375	36	803
1965-66 Ele.	2	52	1	8	4	74	26	411
J.H.	-	-	-	-	6	344	-	-
S.H.	-	-	-	-	3	358	-	-
Spec.Ed.	-	-	-	-	-	-	1	8
	2	52	1	8	13	776	27	419
1966-67 Ele.	2	50	-	-	15	273	15	247
J.H.	-	-	-	-	6	346	-	-
S.H.	-	-	-	-	3	340	-	-
Spec.Ed.	-	-	-	-	-	-	1	8
	2	50	0	0	24	959	16	255

* Same building

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CHART # V

Re-employed or Newly Employed Negro Teachers Assigned to Predominately Caucasian Integrated or Then All-Caucasian Faculties

1963-64	-	None
1964-65	-	2
1965-66	-	8
1966-67	-	17

CHART # VI

Re-employed or Newly Employed Caucasian Teachers Assigned to Predominately Negro Integrated or Then All-Negro Faculties

1963-64	-	2
1964-65	-	7
1965-66	-	5
1966-67	-	6

CHART # VII

TOTAL NUMBER OF NEGROES EMPLOYED

1963-64	-	97
1964-65	-	N/A
1965-66	-	104
1966-67	-	105

CHART # VIII

NEGRO ADMINISTRATORS AND SUPERVISORS

1963-64	-	4.5	one of whom was junior-senior high school Principal
1964-65	-	4.5	
1965-66	-	3.5	junior-senior high school Principal transferred to high school Asst. Principal, Guidance Director transferred to counselor
1966-67	-	3.0	full-time principal reduced to half-time

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